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ABSTRACT

In December, 1991, a representative from the New York State Technical Assistance Resource Network (STARN) presented information about collaboration in early intervention services to a training session for parents and professionals sponsored by the National Center for Clinical Infant Programs. The presentation was based on STARN's work in serving family needs as part of their collaborative efforts to implement Public Law 99-457, the Education of the Handicapped Act. The STARN team works in the context of a statewide technical assistance resource network that includes local planning groups, technical assistants, parents, service providers, and consultants. Some key issues in collaborative work include: (1) defining terms; (2) using negotiating, planning, and listening skills; and (3) understanding the similarities and differences in the philosophies and beliefs of collaborators. Collaborative relationships in early intervention program planning require mutual understanding among parents and professionals, state and local agencies, local providers, and legislators. Some issues that must be confronted in collaborative work include the role of finances, the need for empathy, and the need to deal with distrust. Future challenges will involve confronting ethical dilemmas, understanding the limitations of intervention, and implementing the lessons learned from one collaborative relationship to the next. (BC)

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LESSONS LEARNED IN CREATING EARLY INTERVENTION PARTNERSHIPS:

* A RETROSPECTIVE LOOK AT PLANNING

AND

* A PROSPECTIVE LOOK AT IMPLEMENTATION

PRESENTED

BY

JANE D. HOCHMAN, Ed.D., ASSOCIATE DIRECTOR

DECEMBER 6 - 8, 1991

U.S. DEPARTMENT OF EDUCATION
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NATIONAL CENTER FOR CLINICAL INFANT PROGRAMS

SEVENTH BIENNIAL NATIONAL TRAINING INSTITUTE
DECEMBER 6 - 8 , 1991
OMNI SHOREHAM HOTEL
WASHINGTON, D.C.

IN THIS TOGETHER:

Researchers, Practioners, Parents and Policymakers
Joining in Support of Infants, Toddlers and Their Families

THIS POSTER PRESENTATION REFELECTS THE COLLECTIVE THINKING OF A COLLABORTATIVE TEAM OF STATE-LEVEL TECHNICAL ASSISTERS, TWO "PARENTS" AND TWO "PROFESSIONALS", WHO HAVE SHARED THE UNIQUE EXPERIENCE OF RESPONDING TOGETHER TO STATE GOVERNMENTAL AGENCY, ICC AND REGIONAL PLANNING GROUPS' FAMILY NEEDS IN PL-99-457, PART H STATEWIDE PLANNING.

THE CONTEXT IN WHICH THE WORK HAS TAKEN PLACE

The work and other experience upon which the presenting team bases its material has taken place primarily in the context of a statewide technical assistance resource network over the three years' time. The other individuals and institutions with which this team typically interacts include:

a) PART H LEAD AGENCY PERSONNEL

b) STATE ICC MEMBERS

c) REGIONAL (LOCAL) PLANNING GROUP PERSONNEL

d) OTHER TECHNICAL ASSISTERS

e) PARENTS (INDIVIDUALLY AND IN GROUPS)

f) SERVICE PROVIDERS (INDIVIDUALLY AND IN GROUPS)

g) CONSULTANTS

INTERACTIONS HAVE TAKEN PLACE IN A WIDE RANGE OF SITUATIONS INCLUDING:

a) PLANNING SESSIONS

b) MEETINGS

c) STATEWIDE WORKSHOPS

d) DAILY JOB-RELATED TASKS

e) TELEPHONE AND WRITTEN COMMUNICATION

Typically the STARN team members were engaged in providing a service in these encounters. Their experience, however, extends to other formal and informal collaboration opportunities over a twenty-year time span.

THE CHALLENGE OF COLLABORATION

This kind of committed contingent relationship is required among or between a variety of individuals and groups in working towards state level implementation of PL 99-457. For many people (representing either themselves or a larger body) this is the first time they have been called upon to commit to such a level of collaboration.

KEY ISSUES INCLUDE

* DEFINING TERMS
* CONFRONTING TURF ISSUES
* SKILL IN NEGOTIATING, REACHING CONSENSUS, PLANNING, LISTENING
* UNDERSTANDING SIMILARITIES AND DIFFERENCES IN PHILOSOPHY AND BELIEFS AMONG COLLABORATORS

Some of the challenges in attempting to succeed in collaborative relationships are specific to early intervention program planning. In these state or local interactions, some specific understandings and strategies are called for between or among:

* * PARENTS AND PROFESSIONALS

* STATE GOVERNMENTAL AGENCIES

* STATE AND LOCAL AGENCY

* ICC AND LOCAL AGENCY

* "THE FIELD", I.E., LOCAL PROVIDERS

* LEGISLATORS, PLANNERS, PROVIDERS AND PARENTS

* Much interest has been generated concerning this special relationship.

SOME OF THE SPECIFIC ISSUES THAT ARE CONFRONTED IN COURSE OF OUR WORK ARE:

* ARE WE REALLY PARTNERS?

* WHEN IS MONEY A FACILITATOR AND WHEN A BARRIER?

* WALKING MILES IN OTHER PEOPLES' SHOES

* DEALING WITH NEGATIVE FEELINGS SUCH AS DISTRUST AND ANGER

CURRENT UNRESOLVED AND FUTURE CHALLENGES INCLUDE:

* WORKING THROUGH PERSONAL EXPERIENTIAL ISSUES

* CONFRONTING MORAL OR ETHICAL DILEMMAS CONCERNING BELIEFS AND VALUES

* REALIZING THAT REALISTIC LIMITS EXIST AND THAT CHANGE IS A SLOW PROCESS

* CONSIDERING HOW TO EFFECTIVELY IMPLEMENT AND DISSEMINATE VALUABLE "LESSONS LEARNED" FROM ONE COLLABORATIVE RELATIONSHIP TO THE NEXT.

Call for Proposals

NCCIP - National Training Institute

1477 Chain Bridge Road, #200

McLean, VA 22101

December 6 - 8, 1991

Symposium Proposal

Title: Lessons Learned in Creating Early Intervention Partnerships: A Retrospective Look at Planning and a Prospective Look at Implementation

Presenters: Jane D. Hochman, Ed.D.,
Associate Director
and
Margaret Sampson,
Family Issues Specialist

New York State Technical Assistance
Resource Network

Audiovisual Equipment Needed: Kodak Carousel Slide Projector with Remote Control, Screen

I The Issue to be Addressed

The subject selected for this presentation meets the NCCIP criteria for topics of special interest, ". . . aspects of collaboration among disciplines or services." The last several planning years under PL 99-457, Part H, have presented many challenges to all parties who have had the opportunity to participate in the process in every state.

Perhaps chief among the challenges at every level has been collaboration. This kind of committed contingent relationship is required among or between a variety of individuals and groups in working towards state level implementation of PL 99-457. For many people (representing either themselves or a larger body) this is the first time they have been called upon to commit to such a level of collaboration.

The introductory portion of this proposed presentation will address the topic of the challenges of collaboration. The presenters will both share their ideas on the subject and invite the audience to contribute. Issues covered will be:

- defining terms
- confronting turf issues
- skill in negotiating, reaching consensus, planning, listening

- understanding similarities and differences in philosophy and beliefs among collaborators
- defining mutual goals and divergent goals

Some of the challenges in attempting to succeed in collaborative relationships are specific to early intervention program planning. In these state or local interactions, some specific understandings and strategies are called for between or among:

- parents and professionals
- state governmental agencies
- state and local authorities
- ICC and local agency
- "the field", i.e., local providers
- legislators, planners, providers and parents

The presenters will generate some discussion on all of these points but will primarily concentrate attention on the first item, "parents and professionals".

II <u>The Perspectives that will be Reflected</u>

The perspectives which the presenters bring to this symposium are those of experienced state level technical assisters in the 99-457 Part H planning process. As a team, one presenter, a parent of children with development disabilities and the other, a professional policy maker in the early intervention field, bring

together the dynamically balanced view of an experienced parent-professional team.

The technical assistance activity which employs the presenters is funded by Part H funds and is situated in a University Affiliated Program (UAP) in a major medical school. The state in which the activity takes place particularly has complex health, education and human services issues to address.

III The Context in Which the Work Has Taken Place

The work and other experience upon which the presenting team bases its material has taken place primarily in the context of a statewide technical assistance resource network over three years' time. The other individuals and institutions with which the presenters stypically interact include: a) Part H lead agency personnel, b) State ICC members, c) regional (local) planning group personnel, d) other technical assisters, e) parents (individually and in groups, and f) consultants. Interactions have taken place in a wide range of situations including: a) planning sessions, b) meetings, c) statewide workshops, d) daily job-related tasks, e) telephone and written communication. Typically the presenters were engaged in providing a service in these encounters. Their experience, however, extends to other formal and informal collaboration opportunities over a twenty-year time span.

Some of the specific issues that will be confronted in the presentation are:

- Are we really partners?
- When is money a facilitator and when a barrier?
- Walking Miles in Other Peoples' Shoes
- Dealing with negative feelings such as distrust and anger

The presenting partners believe that they have attended to the NCCIP guidelines for Symposia. They have the greatest respect for NCCIP and the expected large audience of professionals and parents and would value the opportunity to share their good work in this forum.